

FOCUS: Concept and Skills Emphasized <small>bold/highlighted – key focus</small>	LEARNING OBJECTIVES & ESSENTIAL QUESTIONS	TERMS/VOCABULARY	INTERDISCIPLINARY CONNECTIONS
<input type="checkbox"/> Choreography/ Movement <input type="checkbox"/> Composing <input type="checkbox"/> Connections <input type="checkbox"/> Expression <input type="checkbox"/> Form <input type="checkbox"/> Harmony <input type="checkbox"/> History <input type="checkbox"/> Improvising <input type="checkbox"/> Instruments <input type="checkbox"/> Listening <input type="checkbox"/> Literacy <input checked="" type="checkbox"/> Melody <input checked="" type="checkbox"/> Performing <input checked="" type="checkbox"/> Rhythm <input checked="" type="checkbox"/> Singing <input checked="" type="checkbox"/> Steady Beat <input type="checkbox"/> Tone Color/ Timbre <input type="checkbox"/> Vocabulary	<p>Students will be able to read quarter notes, eighth note pairs, and quarter rests in a rhythm pattern.</p> <p>“I can” statement: • “I can read quarter notes, eighth note pairs, and quarter rests in a rhythm pattern.”</p> <p>Essential Question: “How is music communicated?”</p>	<p>singing voice steady beat syllables rhythm ta/titi/rest</p>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input checked="" type="checkbox"/> Language Arts (syllables) <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Visual Arts <input type="checkbox"/> PE <input type="checkbox"/> Technology
MATERIALS	TECHNOLOGY INTEGRATION	CLASSROOM STRATEGIES	ASSESSMENT
<p>Songs: <i>Apple Tree</i> from the Orff Source Instruments: Books: Videos: Web Content: Other: squishy (stress-relief) apples</p>	<input type="checkbox"/> iPod/Stereo <input checked="" type="checkbox"/> Projector Presentation <input checked="" type="checkbox"/> Smart Board <input type="checkbox"/> Document Camera <input type="checkbox"/> Animated Listening Map <input type="checkbox"/> Recording Device <input type="checkbox"/> Computer Centers <input type="checkbox"/> iPads <input checked="" type="checkbox"/> Other: computer speakers	<input checked="" type="checkbox"/> Whole Group Activity/Ensemble <input type="checkbox"/> Small Group Activity <input type="checkbox"/> Partner Work <input type="checkbox"/> Centers <input type="checkbox"/> Reading/Writing Activity <input type="checkbox"/> Technology <input type="checkbox"/> Kagan <input checked="" type="checkbox"/> Other: individual/solo performance	<input checked="" type="checkbox"/> Performance <input checked="" type="checkbox"/> Participation <input type="checkbox"/> Oral Response <input checked="" type="checkbox"/> Rubric (see below) <input type="checkbox"/> Test <input type="checkbox"/> Written Work <input type="checkbox"/> Other:

STANDARDS (MO Music GLE's)
bold/highlighted – key focus

<input checked="" type="checkbox"/> Product Performance – Singing <input checked="" type="checkbox"/> Reproduce/echo melodies in limited range (so-mi, la-so-mi) <input checked="" type="checkbox"/> Use a singing voice with a head tone <input type="checkbox"/> Demonstrate fast and slow tempi <input checked="" type="checkbox"/> Perform a varied repertoire of songs <input checked="" type="checkbox"/> Perform in groups using a steady beat following the cues of the conductor <input checked="" type="checkbox"/> Product Performing – Playing <input checked="" type="checkbox"/> Perform a steady beat <input checked="" type="checkbox"/> Echo simple rhythmic patterns <input type="checkbox"/> Demonstrate fast and slow tempi <input type="checkbox"/> Perform a varied repertoire of music including instrumental accompaniments representing diverse cultures, genres, and styles <input checked="" type="checkbox"/> Echo short rhythmic patterns on rhythm instruments and/or body percussion <input checked="" type="checkbox"/> Perform in groups using a steady beat following cues of the conductor <input type="checkbox"/> Improvise short rhythmic patterns <input type="checkbox"/> Create a single tone or non-pitched accompaniment for songs and stories <input checked="" type="checkbox"/> Elements of Music <input checked="" type="checkbox"/> Read simple rhythm patterns (using iconic or standard notation) consisting of: quarter note/rest, eighth note pairs <input type="checkbox"/> Identify icons for high and low sounds <input type="checkbox"/> Recognize fast and slow tempi	<input checked="" type="checkbox"/> Artistic Perceptions <input checked="" type="checkbox"/> Distinguish between music opposites (same/different, high/low, fast/slow, long/short, smooth/separated, soft/loud, up/down) <input type="checkbox"/> Demonstrate through movement musical opposites (same/different, high/low, fast/slow, long/short, smooth/separated, soft/loud, up/down, beat/no beat) <input type="checkbox"/> Differentiate between male, female, and children’s voices <input type="checkbox"/> Differentiate between accompanied and unaccompanied <input type="checkbox"/> Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements (appropriate singing voice, loud/soft, steady beat, posture/stage presence) <input type="checkbox"/> Use prerequisite appropriate music terms to describe their personal responses to a musical example (images/stories) <input type="checkbox"/> Interdisciplinary Connections <input type="checkbox"/> Name words and ideas that are used to describe works of music, art, dance, or theater, such as happy/sad, light/dark, or same/different <input type="checkbox"/> Identify ways ideas are used differently in music, art, dance, or theater (e.g., how music heard or sung in class makes you feel, and the same after viewing a painting, or play, or ballet) <input type="checkbox"/> Identify ways in which the principles and subject matter of other disciplines are interrelated with those of music <input type="checkbox"/> List common themes found in all subject areas (e.g., repetition) <input type="checkbox"/> Historical and Cultural Contexts <input type="checkbox"/> Identify characteristics of teacher-selected genres or styles (Western and non-Western music, circle games, call and response) <input type="checkbox"/> Recognize music of now and long ago <input type="checkbox"/> Describe how elements of music are used in teacher-selected examples (Western and non-Western music, circle games, call and response) <input type="checkbox"/> Describe the function of music in various settings and cultural events (Western and non-Western music, circle games, call and response) <input type="checkbox"/> Discuss and demonstrate appropriate listening behavior for various types of performances <input type="checkbox"/> Identify responsibilities of a music leader and group participants in a classroom setting or performance ensemble setting
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LESSON OUTLINE

**Note: This lesson takes two 30-minute classes to complete.*

Prior Knowledge: Students should already be familiar with one and two syllables on a beat, ta, titi, and rest. This lesson reinforces these concepts.

Apple Tree Lesson 1

- Display PowerPoint file.
- Following along in the presentation, introduce song, learn by echo, and put together.
- Sing song while keeping a steady beat.
 - Form one hand into a fist – this is your apple. Tap your fist onto your other hand – the apple is falling onto the ground over and over again to create the steady beat.
 - Sing the song while tapping the steady beat with fists.
 - When ready, pass out squishy apples, one to each student. Practice keeping the steady beat.
 - Sing the song again while tapping with the apples.
 - Collect apples.
- Continue presentation and introduce apple eating game.
 - When students come across an apple core, they should sing that portion of music in their head. Remind students to use their “inner voice” or “thinking voice.”
 - As more apples are eaten, more and more of the song is sung in their head, challenging the students to stay in tune and on the beat for the parts that are still left to sing.
 - (Turn up volume so students can hear the apples being eaten. 😊)
- Continue presentation and begin “slicing” apples.
 - Split apples with 2 syllables in half – have the students tell you which apples should be split. (Use Smart Board pen and draw a line through the apples before revealing the answers.)
 - Have students clap the rhythm of the song while singing the words.
- Continue presentation and exchange red (word/syllable) apples for green (rhythm) apples.
 - Use Smart Board pen and draw the rhythm onto to the apples before revealing the answers.
 - Have students clap the rhythm of the song while speaking rhythm syllables (ta, ti-ti, etc.)
- Extension: Apple Tree Game Variation 1
 - Students stand in a circle, one hand flat out in front of them. Teacher taps squishy apple on each hand as students sing song (tap on steady beat). Student tapped on “out” sits down and helps keep steady beat as game continues. Continue until one lucky student is left standing.

Apple Tree Lesson 2

- Display PowerPoint & continue presentation from where the class left off.
- Introduce apple picking game.
 - Split class into 2 teams (Farmer Andy vs. Abby) and explain rules.
 - Students will choose a number from the apple pile. Click on this number to reveal their rhythm pattern. Students should clap the pattern while saying the rhythm syllables.
 - If student claps the rhythm correctly, they earn a point for their team.
 - If a student discovers the wormy apple, they lose their turn (let them pick another apple at end of the game).
 - Assess students clapping of rhythm using the rubric below (see next page).
- Extension: Apple Tree Game Variation 1
 - Students stand in a circle, one hand flat out in front of them. Teacher taps squishy apple on each hand as students sing song (tap on steady beat). Student tapped on “out” sits down and helps keep steady beat as game continues. Continue until one lucky student is left standing.
- Extension: Apple Tree Game Variation 2
 - Same as Variation 1, except student tapped on “out” becomes next “teacher” and taps other students’ hands on the steady beat. When they choose the next student, they take that student’s spot in the circle, sit down, and keep the steady beat.

RUBRIC:

- 3 – Student performed rhythm in time with no assistance.
- 2 – Student performed rhythm in time with assistance.
- 1 – Student did not perform rhythm in time, even with assistance.